



François V. Tochon

5-Sessions Workshop

Electronic Portfolios in the Development of Educational Intervention Professionals

Erasmus Mundus Programme - Mundusfor

Place & Date

Workshop meetings: November 17, 19, 22, 24 & 26 from 4 pm to 8 pm.

Location: Universidad de Granada, Spain. Faculty of Education. Classroom 26B (Aulario)

Scholar

François Tochon is heading foreign language education at the University of Wisconsin in Madison. He is full professor in the Departments of Curriculum & Instruction (School of Education) and French & Italian (College of Letters & Sciences). He has published over twenty books and some hundred scientific articles and book chapters which have brought him international recognition.

Goal

The workshop is intended to provide crucial aspects in the understanding of the theory and practice of electronic portfolios for the development of professionals in various fields of social intervention. Learning will take place following a flexible formula that unites theory and practice, description and critique, and the conceptual and the empirical in a dialectical fashion.

Contents

Portfolio construction has been considered “a complex social practice with intentions, rules, and standards” (Darling, 2001, p. 107). In their review of the current literature, Tochon & Black (2007) found that electronic portfolios create a cohesive discourse community that fosters reflective practice; are excellent tools for attitude change; help preservice teachers develop their own literacy and stimulate the reflexive approach; have a positive impact on learning to teach furthering development as professionals ; allow the identification of cultural scripts and ways of believing that are characteristic of the preservice students’ cultural whiteness; elicit the values underlying teaching decisions; provide evidence of reflective practice; foster self-confidence in students’ professional and technical competencies; promote authentic inquiry focused on preservice teacher’s self-determination; and develop technology skills. The evaluation of standards, however, should not be a goal in itself. There is a risk of confusing competence with its performance indicators. Evaluation has to be organized to match other, broader and deeper transdisciplinary goals with a humane mindset. This workshop is an introduction to a deeper way of conceiving the portfolio process, which matches Tochon’s (2010) “deep approach” concept.

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Schedule

DAY 1 (Wed, Nov 17) – PORTFOLIO, PHENOMENOLOGY AND IDENTITY – Powerpoint portfolio, blogging professional life. The representation of the professional self. Role of epistemology. Experiential note taking and picture taking. Portfolio and conceptual framework. Mapping and planning a portfolio. What is an artifact or a portfolio entry?

DAY 2 (Fri, Nov 19) – STANDARD, COMPETENCY PROFILES, EUROPEAN MODELS: THE PROS AND CONS OF VARIOUS TYPES OF PRESENTATIONS AND USES – Which standards? From international to local standards; history and rationales for the approach; competency or performance? Case studies, comparisons between French and Turkish ePortfolio systems.

DAY 3 (Mon, Nov 22) – THE ePORTFOLIO MODEL OF THE UNIVERSITY OF WISCONSIN—MADISON. Its design, its system, its environment. The modes of feedback. Disciplinary standards and teacher education standards, professional development plan.

DAY 4 (Wed, Nov 24) – REFLEXIVITY AND PORTFOLIO REPORT. VIDEO STUDY GROUPS AN EXPLORATORY PRACTICE. Moving ontologies. Participatory observation and Participatory Action Research to allow for systemic change. Depth in Education. Identify competency profiles, ensuring courses and practicum experiences or internships match portfolio entries and tasks.

DAY 5 (Fri, Nov 26) – FOR A NEW EVALUATION PARADIGM IN USING PORTFOLIOS – Portfolio assessment and feedback. Criteria for grading the unsatisfactory, satisfactory and exemplary. Intertwining of intern supervision, portfolio creation and feedback. Pedagogy-driven design principles for technology integration; pedagogically appropriate technology integration (PATI); analyzing portfolios for research. How to evaluate competencies from portfolio reports? How does the supervisor construct assessment from the observation of novice professionals? The portfolio certification phase. Case studies.

References

Darling, L. F. (2001). Portfolio as Practice: The Narratives of Emerging Teachers. *Teaching and Teacher Education*, 17(1), 107-21.

Tochon, F.V. (2010). Portfolio électroniques et socialisation du changement en formation des maîtres. *Formation et pratiques d'enseignement en questions*, 11(1), June 2010.

Tochon, F.V., & Black, N. J. (2007). Narrative analysis of electronic portfolios: preservice teachers' struggles in researching pedagogically appropriate technology integration. *CALICO Monograph Series "Preparing and developing technology-proficient L2 teachers"*, 6, 295-320.

Contact

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